

## Oakland Elementary

1802 East Durst Avenue  
Greenwood, South Carolina 29649

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	616 Students	
<b>Principal</b>	Rex A. Coates	864-941-5660
<b>Superintendent</b>	Darrell Johnson	864-941-5400
<b>Board Chair</b>	Dru James	864-223-1878

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	26	68	5	0

## IMPROVEMENT RATING

## UNSATISFACTORY

## ADEQUATE YEARLY PROGRESS

## YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Average	No
<b>2004</b>	Average	Below Average	Yes
<b>2005</b>	Average	Average	No
<b>2006</b>	Average	Unsatisfactory	Yes

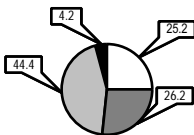
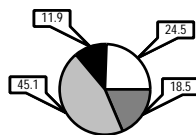
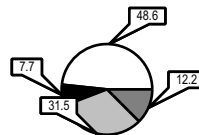
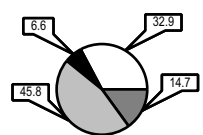
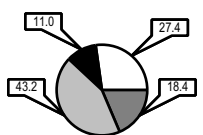
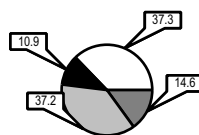
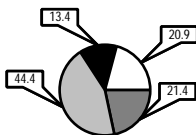
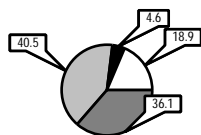
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

94.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	299	99.7	24.9	44.6	26.3	4.2	43.5	Yes	Yes
<b>Gender</b>									
Male	153	99.3	30.1	45.2	21.9	2.7	37.7	N/A	N/A
Female	146	100.0	19.4	43.9	30.9	5.8	49.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	137	99.3	13.6	38.6	38.6	9.1	63.6	Yes	Yes
African American	156	100.0	33.3	50.3	16.3	0.0	27.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	251	100.0	17.8	46.5	30.7	5.0	49.4	N/A	N/A
Disabled	48	97.9	63.6	34.1	2.3	0.0	11.4	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	299	99.7	24.9	44.6	26.3	4.2	43.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	99.7	24.0	44.8	26.9	4.3	44.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	174	100.0	33.5	49.4	16.5	0.6	28.7	Yes	Yes
Full-pay meals	125	99.2	13.2	38.0	39.7	9.1	63.6	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	299	99.7	24.2	45.3	18.6	11.9	41.8	Yes	Yes
<b>Gender</b>									
Male	153	99.3	23.3	46.6	16.4	13.7	39.7	N/A	N/A
Female	146	100.0	25.2	43.9	20.9	10.1	43.9	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	137	99.3	12.1	38.6	29.5	19.7	62.9	Yes	Yes
African American	156	100.0	34.0	51.7	8.8	5.4	23.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	251	100.0	17.4	47.7	21.2	13.7	48.1	N/A	N/A
Disabled	48	97.9	61.4	31.8	4.5	2.3	6.8	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	299	99.7	24.2	45.3	18.6	11.9	41.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	99.7	23.7	45.5	18.6	12.2	42.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	174	100.0	30.5	53.0	11.6	4.9	24.4	Yes	Yes
Full-pay meals	125	99.2	15.7	34.7	28.1	21.5	65.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	299	99.7	48.4	31.6	12.3	7.7	20.0
<b>Gender</b>							
Male	153	99.3	49.3	31.5	11.0	8.2	19.2
Female	146	100.0	47.5	31.7	13.7	7.2	20.9
<b>Racial/Ethnic Group</b>							
White	137	99.3	24.2	40.2	23.5	12.1	35.6
African American	156	100.0	68.7	25.2	2.7	3.4	6.1
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	251	100.0	42.7	33.6	14.5	9.1	23.7
Disabled	48	97.9	79.5	20.5	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	299	99.7	48.4	31.6	12.3	7.7	20.0
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	99.7	47.7	32.3	12.5	7.5	20.1
<b>Socio-Economic Status</b>							
Subsidized meals	174	100.0	65.9	29.3	3.7	1.2	4.9
Full-pay meals	125	99.2	24.8	34.7	24.0	16.5	40.5

<b>Social Studies</b>							
All Students	299	99.7	32.6	46.0	14.7	6.7	21.4
<b>Gender</b>							
Male	153	99.3	32.9	44.5	16.4	6.2	22.6
Female	146	100.0	32.4	47.5	12.9	7.2	20.1
<b>Racial/Ethnic Group</b>							
White	137	99.3	21.2	41.7	25.8	11.4	37.1
African American	156	100.0	41.5	51.0	5.4	2.0	7.5
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	5	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	251	100.0	27.8	47.3	17.0	7.9	24.9
Disabled	48	97.9	59.1	38.6	2.3	0.0	2.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	299	99.7	32.6	46.0	14.7	6.7	21.4
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	293	99.7	31.9	46.6	15.1	6.5	21.5
<b>Socio-Economic Status</b>							
Subsidized meals	174	100.0	44.5	45.7	7.9	1.8	9.8
Full-pay meals	125	99.2	16.5	46.3	24.0	13.2	37.2

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	92	100.0	21.8	43.7	33.3	1.1	34.5
	4	103	100.0	26.3	47.4	24.2	2.1	26.3
	5	105	100.0	30.4	44.1	23.5	2.0	25.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	100	100.0	12.8	37.2	37.2	12.8	50.0
	4	91	100.0	36.4	42.0	21.6	0.0	21.6
	5	108	99.1	26.2	53.4	20.4	0.0	20.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	92	100.0	27.6	58.6	6.9	6.9	13.8
	4	103	100.0	14.7	40.0	35.8	9.5	45.3
	5	105	100.0	20.6	41.2	16.7	21.6	38.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	100	100.0	19.1	40.4	26.6	13.8	40.4
	4	91	100.0	31.8	42.0	13.6	12.5	26.1
	5	108	99.1	22.3	52.4	15.5	9.7	25.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	92	100.0	46.0	41.4	11.5	1.1	12.6
	4	103	100.0	41.1	38.9	13.7	6.3	20.0
	5	105	100.0	45.1	31.4	6.9	16.7	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	100	100.0	37.2	40.4	14.9	7.4	22.3
	4	91	100.0	62.5	21.6	11.4	4.5	15.9
	5	108	99.1	46.6	32.0	10.7	10.7	21.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	92	100.0	25.3	60.9	12.6	1.1	13.8
	4	103	100.0	31.6	52.6	12.6	3.2	15.8
	5	105	100.0	48.0	35.3	6.9	9.8	16.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	100	100.0	14.9	53.2	22.3	9.6	31.9
	4	91	100.0	33.0	50.0	12.5	4.5	17.0
	5	108	99.1	48.5	35.9	9.7	5.8	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 616)</b>				
First graders who attended full-day kindergarten	94.0%	Down from 96.6%	100.0%	100.0%
Retention rate	0.7%	Down from 2.7%	2.7%	2.8%
Attendance rate	97.2%	Up from 96.8%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 3.7%	0.0%	0.0%
Eligible for gifted and talented	8.6%	Down from 10.4%	11.0%	10.4%
On academic plans	49.7%	N/AV	37.5%	33.6%
On academic probation	25.9%	N/AV	1.5%	1.0%
With disabilities other than speech	8.4%	Down from 13.2%	8.2%	7.5%
Older than usual for grade	1.2%	Down from 2.8%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 45)</b>				
Teachers with advanced degrees	48.9%	Down from 51.2%	53.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	2.4%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	90.2%	Down from 92.0%	88.7%	87.3%
Teacher attendance rate	90.9%	Down from 95.0%	94.8%	94.9%
Average teacher salary	\$42,365	Up 2.4%	\$42,507	\$42,485
Prof. development days/teacher	13.5 days	Down from 15.2 days	13.9 days	13.3 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	16.6 to 1	Up from 16.0 to 1	18.3 to 1	18.6 to 1
Prime instructional time	85.4%	Down from 87.9%	89.4%	89.7%
Dollars spent per pupil*	\$6,338	Up 2.4%	\$6,343	\$6,557
Percent of expenditures for teacher salaries*	65.2%	Up from 63.4%	63.5%	64.0%
Percent of expenditures for instruction*	68.8%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	8.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Books have a very significant part in our lives. Students and teachers make connections with books to the real world. In her novel, *The Secret Lives of Bees*, Sue Monk Kidd incorporates non-fiction information about bees into her story. The connections to our school are insightful.

The whole structure of the honeybee society depends on communication, on an ability to send and receive messages, to encode and decode information. Communication, one of our goals, is the life of our school. Our students are learning to send and receive messages because teachers are starting where the students are and building on their knowledge. Whether written or oral, students understand that words are powerful and language is an authentic connection to the real world. In addition to learning to read, write, do math and science, our students are learning to communicate respect and kindness through our Responsibility Training and Core Essential program.

Honeybees are social insects. The workers cooperate in the food gathering, nest building, and the rearing of the offspring. Our teachers are feeding students to grow as readers, writers, scientists, and mathematicians. Our parents and teachers are making our school a safe place to grow and learn. Our students, staff and parents showed their community concern by contributing over \$1000 for Jump Rope for Heart, \$727 for the animal shelter, \$1403 for the Red Cross and Hurricane Katrina victims, \$2888 for the United Way and \$1200 for the St. Jude Math-a-thon.

Our teachers realize that one or two attempts at learning are not enough. Like the worker bee that takes ten million trips to gather nectar for a pound of honey, our teachers go back again and again to the source of the knowledge, communicating with the student at his level. Making the connection between acquired information to new information sparks growth. Sixty-six percent of our intermediate students improved their reading MAP scores and 77% improved their math MAP scores. Our teachers received \$2703 in grants for materials. Our Literacy Coach continues to train the staff to implement best practices into their daily instruction. New laptops, projectors and additional books purchased will offer greater opportunities for student growth.

Finally, Kidd reveals that a worker is just over a centimeter long and weighs about sixty milligrams, but she can fly with a load heavier than herself. Continuous student achievement requires each of us—teachers, students and parent—to do their part to carry our students further than they have ever gone. Trail time provides students with instruction based on their needs in a small group setting. Our PTO and School Improvement Council have worked diligently to improve the quality of education at Oakland.

We will continue to communicate with one another, our students, and our parents to improve student learning and the home-school connection. Communication, parent involvement and staff development will sustain student improvement. Little by little, day by day, the nectar becomes honey. Together let us savor the sweetness of our labors.

Debbie Kanaskie, SIC Chair  
Rex A. Coates, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	40	98	79
Percent satisfied with learning environment	85.0%	84.5%	93.3%
Percent satisfied with social and physical environment	87.5%	81.4%	85.7%
Percent satisfied with school-home relations	92.5%	79.6%	91.0%

\*Only students at the highest elementary school grade level at this school and their parents were included.